

**Year Group:** 1

**Term:** Autumn 1

**Topic:** Where the wild things grow!

	07.09.20	14.09.20	21.09.20	28.09.20	05.10.20	12.10.20	19.10.20
English	SHINE VALUE BASED TEXTS	HERE WE ARE	FICTION Jasper's Beanstalk			NON-FICTION Information Text Edith Cavell	
						HISTORY Local person from the past: EDITH CAVELL <b>Know and understand about: (* COVERAGE FROM EYFS)</b> <b>Changes within living memory. The lives of significant individuals in the past who have contributed to national and international achievements.</b> <b>Significant historical events, people and places in their own locality.</b>	
<b>Writing - transcription</b> spell: <input type="checkbox"/> words containing each of the 40+ phonemes already taught <input type="checkbox"/> common exception words <input type="checkbox"/> the days of the week  <b>Writing - composition</b> -write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. write sentences by: <input type="checkbox"/> saying out loud what they are going to write about <input type="checkbox"/> composing a sentence orally before writing it <input type="checkbox"/> sequencing sentences to form short narratives <input type="checkbox"/> re-reading what they have written to check that it makes sense <input type="checkbox"/> discuss what they have written with the teacher or other pupils <input type="checkbox"/> read aloud their writing clearly enough to be heard by their peers and the teacher.  <b>Writing – vocabulary, grammar and punctuation</b> leaving spaces between words <input type="checkbox"/> joining words and joining clauses using and <input type="checkbox"/> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark <input type="checkbox"/> using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'							
Maths Use and apply to be fed throughout units	<b>Number</b> <b>Number and Place Value</b> Given a number, identify one more/one less Read and write numbers from 1-20 in numerals and words Count, read and write numbers to 100 in numerals count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count in jumps of 2 Count in jumps of 5 Count in jumps of 10 to 100 Find odd and even numbers (using objects or pictures) Explain (verbally/write explanations) Solve problems					<b>Measurement</b> Compare the length of objects Use maths vocabulary to compare the length of objects Compare the height of objects Use maths vocabulary to compare the height of objects Solve problems involving height and length Explain	
	<b>Shape</b> Sort 2D shapes based on simple properties Recognise and name common 2D shapes						

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		<b>Addition &amp; Subtraction –</b> Understand what the = symbol means Solve an addition number sentence using objects to 10 Solve a subtraction number sentence using objects to 10 Solve addition and number sentences using objects to 10 Explain why my answer is correct Solve an addition number sentence using objects to 20 Solve a subtraction number sentence using objects to 20 Solve addition and number sentences using objects to 20 Explain why my answer is correct					
<b>Indoor PE</b> <b>Dance –</b> <b>Weather</b>  *Designated mats to be used to ensure space is maintained		<b>Lesson 1</b> Create and perform movements in response to the suggested theme and accompanying music	<b>Lesson 2</b> To remember and repeat actions and ideas with increasing understanding	<b>Lesson 3</b> To change the rhythm, speed, level and direction of their movements.	<b>Lesson 4</b> To express and communicate ideas and feelings	<b>Lesson 5</b> To use movement imaginatively with control and coordination	<b>Lesson 6</b> To create and perform a dance using simple patterns in response to the music.
<b>Outdoor PE</b>  <b>Multi-Skills</b>  <b>PREMIER COACHING</b>		<b>Multi-Skills – Premier Coaching</b> <ul style="list-style-type: none"> <li>participate in team games, developing simple tactics for attacking and defending;</li> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;</li> </ul>					
<b>MUSIC</b>	<b>Exploring sounds:</b> <b>Create different sounds – USE OF OUTDOOR WHERE POSSIBLE</b> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs.</li> <li>Experiment with, create and select sounds.</li> </ul>						
<b>Sparkly Start</b>			<b>Entry point:</b> PLANT TREASURE HUNT OUTDOOR AREA Identify and name deciduous and evergreen trees				
<b>Fabulous Finish</b>							<b>EXIT Point:</b> Children record most memorable learning point about plants

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	07.09.20	14.09.20	21.09.20 Seacole FS 21/9 & 22/9	28.09.20 Cavell FS 28/9 & 29/9	05.10.20 Nightingale FS 5/10 & 6/10	12.10.20	19.10.20
Topic	SHINE VALUE TEXTS  SUPPORTING TRANSITION  PSHE WELL-BEING / SCHOOL RECIPE / ROUTINES	HERE WE ARE  SUPPORTING TRANSITION  PSHE WELL-BEING / SCHOOL RECIPE / ROUTINES	<b>MAKING CONNECTIONS</b> <u>SCIENCE/ART/FOREST SCHOOLS</u>  Artist: Andy Goldsworthy Focus on texture/tones with natural materials (Forest Schools)  Forest School Lead Making Medals / Leaf identification Bingo (Science)  Class Teacher Activities FS Session 1: Open ended Andy Goldsworthy style art FS Session 2: Create Christmas inspired Andy Goldsworthy art (Photos)   <u>Science objectives</u> Identify and describe the basic structure of a variety of common flowering plants, including trees.  <u>Art Objectives</u> Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.			PSHE <b>Mental Wellbeing</b> To recognise and communicate feelings to others.	<u>COMPUTING</u> DIGITAL LITERACY  Creative Programs: Purple Mash: 2 Create Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use logical reasoning to predict the behaviour of simple programs.
			<u>SCIENCE</u> <b>SCIENCE KWL - Plants</b> What do we know about plants?  What would we like to find out?  <u>SPARKLY START</u> PLANT TREASURE HUNT OUTDOOR AREA_ Identify and name deciduous and evergreen trees	<u>ART ASSESSMENT</u> <b>Drawing Portraits</b>	<u>RE</u> <b>OBJECTIVE FROM EYFS: What can we learn from stories from the Bible?</b> <i>David and Goliath</i>  ELG – P&C Know about similarities and differences between themselves and others, and among families,	PSHE <b>Mental Wellbeing</b> To listen to, reflect on and respect other people's views and feelings	

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			<p><b><u>SCIENCE</u></b> <b>Plants</b> Identify and name a variety of common wild and garden plants,</p>	<p><b><u>ART</u></b> <b>Andy Goldsworthy</b> Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>communities and traditions.</p> <p><b>ELG - Understanding</b> Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Exceeding – Understanding</b> After listening to stories, children can express views about events or characters in the story and answer questions about why things happened.</p> <p><b>Exceeding – P&amp;C</b> Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>	<p><b><u>COMPUTING</u></b> <b>E-safety – Copyright &amp; Ownership</b> I know that work I create belongs to me. I can make my work so that others know it belongs to me.</p>	
				<p><b><u>RE</u></b> <b>OBJECTIVE FROM EYFS:</b> <b>What can we learn from stories from the Bible?</b> <i>Jonah</i></p> <p><b>ELG – P&amp;C</b> Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>ELG - Understanding</b> Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Exceeding – Understanding</b> After listening to stories, children can express views about</p>	<p><b>Exceeding – P&amp;C</b> Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>	<p><b><u>PSHE</u></b> <b>Mental Wellbeing</b> To have knowledge of how to deal/cope with different emotions (mindfulness opportunity)</p> <p><b>Angry</b> 'Why lose your temper?'</p> <p><b>Loneliness</b> 'Lonely'</p> <p><b>Worried and Scared</b> 'Everybody feels SCARED'</p>	

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				events or characters in the story and answer questions about why things happened.  <b>Exceeding – P&amp;C</b> Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.			
			<b>SCIENCE</b>  <b>Plants</b> Identify and describe the basic structure of a variety of common flowering plants, including trees.  Grow and observe cress stages of growth		<b>RE</b> <b>What can we learn from religious stories?</b>  <i>Christian: Joseph</i>  <i>Muslim: Baby Birds</i>  <b>AT1</b> Respond and order some of the religious and moral stories from the Bible and at least one other religious text, special book or religion other than Christianity. (Islam, The Quran).  Become familiar with key words and vocabulary.  <b>AT2</b> Begin to suggest meanings of some religious and moral stories.  Express own ideas creatively.		